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|  | | **A** | **B** | **C** | **D** | **E** |
| **Investigation** | **1** | Designs and/or implements logical, coherent, and detailed plans for psychology investigations | Designs and/or implements well-considered and clear plans for psychology investigations | Designs and/or implements considered and generally clear plans for psychology investigations. | Prepares the outline of or partially implements a psychology investigation | Identifies a simple procedure for a psychology investigation. |
| **2** | Critically and logically selects and consistently and appropriately acknowledges information about psychology and issues in psychology from a range of sources. | Logically selects and appropriately acknowledges information about psychology and issues in psychology from different sources. | Selects with some focus, and mostly appropriately acknowledges, information about psychology and issues in psychology from different sources. | Selects and may partly acknowledge one or more sources of information about psychology or an issue in psychology | Identifies a source of information about psychology or an issue in psychology |
| **3** | Uses well-organised safe and ethical investigation procedures | Uses organised safe and ethical investigation procedures | Uses safe and ethical investigation procedures. | Attempts to follow safe and ethical investigation procedures | Pays limited attention to safe or ethical investigation procedures. |
| **4** | Obtains, records, and displays findings of investigations using appropriate conventions and formats accurately and highly effectively. | Obtains, records, and displays findings of investigations using appropriate conventions and formats mostly accurately and effectively. | Obtains, records, and displays findings of investigations using generally appropriate conventions and formats with some errors but generally accurately and effectively. | Obtains, records, and displays findings of investigations using conventions and formats inconsistently, with occasional accuracy and effectiveness. | Attempts to record and display some descriptive information about an investigation, with limited accuracy or effectiveness |
| **Analysis and evaluation** | **1** | Uses perceptive and thorough analytical skills to examine the behaviour of individuals and groups of people in different contexts. | Uses clear and well-organised analytical skills to examine the behaviour of individuals and groups of people in different contexts | Uses generally organised analytical skills to examine the behaviour of individuals and groups of people in different contexts. | Describes basic behaviour of individuals and groups of people in different contexts | Acknowledges that individuals and groups of people may behave differently in different contexts. |
| **2** | Logically evaluates procedures and suggests a range of appropriate improvements | Evaluates procedures and suggests some appropriate improvements. | Evaluates some procedures in psychology and suggests some improvements that are generally appropriate | For some procedures, identifies improvements that may be made | Acknowledges the need for improvements in one or more procedures. |
| **3** | Systematically analyses and evaluates psychological evidence to formulate logical and highly relevant conclusions | Uses mostly logical analysis and evaluation of psychological evidence to formulate consistent and relevant conclusions. | Analyses and evaluates psychological evidence to formulate simple and generally relevant conclusions. | Attempts to extract meaning from psychological evidence and to formulate a simple conclusion that may be relevant | Attempts to organise some limited evidence. |
| **Application** | **1** | Applies psychological concepts and evidence from investigations to suggest solutions to complex problems in new and familiar contexts. | Applies psychological concepts and evidence from investigations to suggest solutions to problems in new and familiar contexts. | Applies psychological concepts and evidence from investigations to suggest some solutions to basic problems in new or familiar contexts. | Applies some evidence to describe some basic problems and identify one or more simple solutions, in familiar contexts. | Identifies a basic problem and attempts to identify a solution in a familiar context |
| **2** | Uses appropriate psychological terms highly effectively | Uses appropriate psychological terms effectively | Uses generally appropriate psychological terms with some general effectiveness | Attempts to use some psychological terms that may be appropriate. | Uses some psychological terms. |
| **3** | Demonstrates initiative in applying constructive and focused approaches to individual and collaborative work. | Applies mostly constructive and focused approaches to individual and collaborative work. | Applies generally constructive approaches to individual and collaborative work. | Attempts individual work inconsistently, and contributes superficially to aspects of collaborative work. | Shows emerging skills in individual and collaborative work. |
| **Knowledge & Understanding** | **1** | Consistently demonstrates a deep and broad knowledge and understanding of a range of psychological concepts and ethical considerations. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts and ethical considerations. | Demonstrates knowledge and understanding of a general range of psychological concepts and ethical considerations. | Demonstrates some basic knowledge and partial understanding of psychological concepts and ethical considerations | Demonstrates some limited recognition and awareness of psychological concepts and ethical considerations |
| **2** | Uses knowledge of psychology perceptively and logically to understand and explain behaviours. | Uses knowledge of psychology logically to understand and explain behaviours | Uses knowledge of psychology with some logic to understand and explain behaviours. | Identifies and explains some psychological information that is relevant to understanding and explaining behaviours. | Shows an emerging understanding that some psychological information is relevant to explaining behaviours |
| **3** | Applies a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and highly effectively. | Applies a variety of formats to communicate knowledge and understanding of psychology in different contexts coherently and effectively. | Applies a variety of formats to communicate knowledge and understanding of psychology in different contexts with some general effectiveness | Communicates basic information about psychology to others using one or more formats. | Attempts to communicate information about psychology. |